DOCUMENT RESUME

ED 439 042 SO 030 780

AUTHOR Garton, Vicki
TITLE Lessons for Family and Consumer Sciences. Fulbright-Hays Summer Seminars Abroad Program, 1998 (Hungary/Poland).
SPONS AGENCY Center for International Education (ED), Washington, DC.
PUB DATE 1998-00-00
NOTE 14p.; For other projects from the 1998 Hungary/Poland program, see SO 030 773-781.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Consumer Science; Curriculum Development; *Economic Change; Foreign Countries; Grade 11; Grade 12; High Schools; Political Issues; *Social Change; Social Studies; Sociology; Undergraduate Study
IDENTIFIERS *Family Dynamics; Fulbright Hays Seminars Abroad Program; *Hungary

ABSTRACT

This curriculum unit is designed to meet the course objective of analyzing how social, economic, and political changes impact work and family dynamics by examining issues from Hungary, a country in transition. The unit can be used in family relations or sociology courses for grades 11-12 in high school or at the undergraduate college level. The unit is divided into the following detailed sections: (1) "Objective"; (2) "Rationale"; (3) "Performance Objectives" (which meet Missouri Show-Me Standard Performance Objectives); (4) "Strategies"; (5) "Materials"; (6) "Critical Questions"; and (7) "Evaluation." (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 439 042

Lessons for Family and Consumer Sciences from Hungary-Poland Fulbright-Hays Seminar 1998

Prepared by Vicki Garton
Participant

SO 030 780

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Lessons for Family and Consumer Sciences
from Hungary-Poland Fulbright-Hays Seminar 1998
Prepared by Vicki Garton

Objective:
This specific lesson is designed to meet the course objective of analyzing how social, economic, and political changes impact work and family dynamics by examining issues from Hungary, a country in transition.
The lesson can be used in the following courses: Family Relations, Sociology
Approximate level: 11th or 12th grade high school or undergraduate college.

Rationale:
Families and the larger social system are intimately interdependent. Strong families are able to monitor and assess social change in order to preserve their equilibrium. Students who have critically examined how social, economic, and political changes impact work and family dynamics are better able to form and maintain families which provide emotional support and growth opportunities to members. Because of the increase in divorce and dysfunctional families in America, family life education is recognized as a function of practical education in junior high and senior high schools through Family and Consumer Sciences. Family issues are also examined in areas of the social sciences such as Sociology.

Performance Objectives:
Missouri Show-Me Standard Performance Objectives met by this lesson:
GOAL 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to:

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
5. comprehend and evaluate written, visual and oral presentations and works
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies

GOAL 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to:

2.1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2.3. exchange information, questions and ideas while recognizing the perspectives of others

GOAL 3. Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to:

3.1. identify problems and define their scope and elements

3.6. examine problems and proposed solutions from multiple perspectives

Strategies: Lecture on Hungarian society before and after the fall of communism.
Individual work reading Case Study of Annamaria Sas and answering discussion questions.
Team investigations of specific issues and their effects on families using the chapters on Society, pages 134 to 151 and Economy, pages 110 to 131 in Hungary, Essential Facts, Figures & Pictures, articles from *The Hungarian Quarterly*, notes from introductory lecture, Case Study of Annamaria Sas with discussion questions, and other sources such as the internet.
Team verbal reports with poster illustrations on a specific issue in Hungarian society and its effects on families.

Specific issues to be investigated:

- Rise in unemployment
- Loss of social support and increase in poverty
- Changing attitudes toward male/female roles
- Governmental support for child care
- Suicide Rates

Materials:

Primary

Case Study Annamaria Sas

Transcribed lecture notes from "Fulbright-Hays Summer Seminar, Hungary - A Consolidating Democracy", June 22 to July 11, 1998. Lecturers used: Professor Attila Pók, Professor Sebestyén L. Gorka, Professor Borisz Szegál, and Professor John B. Corliss.

Secondary:

Hungary, Essential Facts, Figures & Pictures, Éva Molnár, Ed. MTI Corporation, 1997.

Tóth, Olga (Autumn 1997) "Working Women," *The Hungarian Quarterly*, No. 38, pp. 69-77.

Váradi, Monika Mária and Katalin Kovács (Autumn 1997) "Small-town Women," *The Hungarian Quarterly*, No. 38, pp. 78-90.

Kolosi, Tamás (Summer 1997) "Social Changes in Postcommunist Societies," *The Hungarian Quarterly*, No. 38, pp. 86-95.

Szalai, Júlia (Winter 1996) "Why the poor are poor," *The Hungarian Quarterly*, No. 37, pp. 70-78.

Pie Chart of The Family Life Cycle

Research through the internet or library sources

Critical Questions:

The following set of questions should guide student research and be the organizing basis for team presentations:

1. What facts show that this issue is influencing families?
2. What evidence indicates that this issue affects families at a specific time in the family life cycle (see pie chart)
3. How has the fall of communism and the establishment of a free market economy affected this issue?
4. How does this issue raise moral and ethical questions related to families?
5. Is this a global family issue, one specific to Hungary, or one which affects all former communist block countries?
6. As a foreign consultant, how would you advise Hungarian families to improve conditions related to this issue?
7. As a foreign consultant, what government actions would you suggest to the new Hungarian Parliament?

Evaluation:

Instructions to students: As a team member you will be expected to participate in group self-governance by being coordinator, recorder, reporter, visual artist, or investigator. In addition to this job, you will research, collect data, and answer critical questions in a way that shows both knowledge and the ability to present that information in a meaningful way to other students. Finally, your team will show that they have listened respectfully and learned from other group presentations by listening and asking one relevant question at the end of each presentation. The Rubric for Oral Report and Poster will be completed by your instructor and returned to you following your presentation. Each of the five categories will have equal weight in determining your grade and the total points for the project will be determined by the instructor.

Names of Group Members:
Coordinator:_____
Recorder:_____
Reporter:_____
Investigator:_____
Visual Artist:_____

Rubric for Oral Report and Poster

The group teamwork, presentation, and poster will be evaluated according to the following guidelines:

1._____

Presentation is focused				Contains unrelated information
Excellent	Good	Fair	Poor	Unacceptable

2._____

Critical questions show depth of though				Trivial answers
Excellent	Good	Fair	Poor	Unacceptable

3._____

Poster supports a major concept				Poster lacks relevance
Excellent	Good	Fair	Poor	Unacceptable

4._____

Shows strong team effort				Shows lack of teamwork
Excellent	Good	Fair	Poor	Unacceptable

5._____

Attentive to all reports				Inattentive or poor questions
Excellent	Good	Fair	Poor	Unacceptable

Comments:

Lecture Notes

Background Information for Lecture on Hungary, a Country in Transition

Hungary, a country in central Europe has been in transition from a communist type of government and economy during the nineties. Economic, social, and political change has an impact on the daily lives of individuals and families. Hungary, like other new democracies, offers an opportunity to study how families are interdependent with the larger social system.

The economic, social, and political history of Hungary began when European ethnic groups now considered Hungarian, arrived in the Carpatian Basin, 1100 years ago. During much of their history, Hungarians were attempting to catch up with modernization occurring in Western European Countries. The Communist period beginning shortly after World War II in 1948 was a time of following the Soviet pattern in attempts to modernize and industrialize. Under the ideology of Marx, Engles, and Lenin, most productive assets were owned by the state. Government was under a totalitarian, one-party dictatorship. Heavy industries were emphasized and central economic planning, not the market determined the supply of goods and services. Land reform distributed large estates to landless agricultural peasants and an effort was made to form large agricultural collectives for the production of food.

The family unit had a network of social services available during this time. Since, employment was not tied to market demands, jobs were available for most adults. According to Professor Attila Pók, 85% of men and 74% of women had work in pre-1990 Hungary. Health care, child care, and life-long pensions were provided by the central government. Civic organizations were organized by the party for leisure time activity and public good. In theory, egalitarianism was stressed in opportunities for males and females and all work whether unskilled labor or university teaching was considered of equal importance to society. There was little crime and the economy operated on a cash basis.

While Communist Hungary was a place of Socialist ideals, at another tier, Russian soldiers were necessary to maintain the political situation. There were chronic housing shortages and families had small or shared living spaces. There were also chronic food shortages and long lines to buy limited consumer goods. Many people saw little opportunity to improve their standard of living except through the "gray" or illegal private economy. The cash economy meant a long, bureaucratic process to conduct daily life. A family would get a bill for utility service or rent , take it with cash to the Posta (post office) and stand in line to pay. Half the bill was received back as the receipt. Like shopping, bill paying was accomplished by waiting in long lines.

While the lack of consumer goods was a major inconvenience to most families, the society was not focused around consumerism. For example, there were few billboards in pre-1990 Hungary. Lack of choices meant that families spent time in getting necessities, not in comparison shopping or materialism as a leisure activity.

The Socialist Experiment ended in Hungary with the fall of the USSR, but even before 1989, ideological opposition to socialist thinking had been tolerated. Free elections held in 1990 were won by the Hungarian Democratic Forum and the first four-year parliament set into motion a package of proposals intended to restore civil society based on private property. Hungary also began trying to realign with the fast-changing western world. A huge USD 21 billion state debt caused the biggest problem for the "change-of-regime" government, giving it little room to maneuver economically and politically. In 1994 the opposition won a majority in Parliament and in the ensuing four years continued the hard and unpopular work of transforming to Lasse-Faire capitalism.

In 1998 there is a sense of hope for young entrepreneurs, an abundance of consumer products, and a spirit of freedom in the streets of Budapest. Still, many Hungarians have experienced a drop in standard of living during the transition period. "Western" problems such as homelessness, begging, and drug use are evident. Profession Attila Pók noted that many older people feel a sense of betrayal. They worked under the old system expecting a secure retirement and now find reduced buying power from pensions and a system which doesn't provide once-promised services An example of this could be seen at Kerepesi Cemetery in Budapest in the summer of 1998. Several older women sat mourning at the grave of János Kádár, Communist Party leader from 1956 to 1989. The grave and all of the surrounding area were smothered in carnations, the flower to honor to dead. Small red flags waved from the top of the stone. Those who had taken time to decorate this grave seemed to have stronger memories of security than of repression.

Since the transition, an abundance of consumer items has brought a desire for a higher standard of living. According to Professor Pók, Hungarians are now very materialistic. "There are ads to justify the ads." Billboards, like in the west are everywhere. Salaries, especially those paid by the state have not kept pace with those in the private sector and many professionals take second or third jobs to maintain their standard of living. Taxes at the highest level are 40% of income. While some services such as basic health care are still state subsidized, quality care or more specialized care must be purchased on the private market. Consumerism coupled with low salaries, high taxes, and lower state subsidizes have blunted the early enthusiasm for a freer lifestyle and Hungary's new government taking power in the summer of 1998 must struggle with reconciling capitalism with the need for collective action for the good of all. Hungarian families will be impacted by government policies which come out of this struggle.

Case Study:

Annamaria Sas a school teacher in her thirties provides a case study for the way Hungary is trying to encourage population growth. Hungary has a government policy of family allowances which has an impact on Annamaria and about 80% of the population. This policy came about because Hungary started seeing a decline in birthrate in the 1950's which has continued to be below the level needed to sustain zero population growth. Since 1981, the annual death rate has been higher than the birth rate.

Annamaria and her husband, Dr. Tas Szebedi, Principal Varosmajori Gymnaziurn, have two children; a boy 5 and a girl 2. Family benefits allow Annamaria to provide child care for her children by staying at home with them and having a job held for her until the youngest child's third birthday. Since January 1, 1993, these benefits have started in the mother's fourth month of pregnancy and for 168 days are her full salary. After that time and until the child's 2nd birthday, the allowance is a fixed percent of the mother's salary and then a fixed sum until the child's third birthday.

For Annamaria, these benefits have provided a valuable opportunity to be closely involved with her children. They are also an important supplement to her husband's salary and provide for family necessities not luxuries. As their little girl nears age three, this couple must decide whether to have a third child. This would allow another two years of supported full-time motherhood, but would also mean the added expense of raising another child to adulthood. The couple's other option is for Annamaria to return to her teaching job which will only be held until the daughter's third birthday. A third option would be for her to have no further children but remain a full-time mother. This would mean the loss of the family supplement which the family counts on to maintain their lifestyle.

Source: Hungary, Essential Facts, Figures & Pictures, Eva Molnar, Ed. MTI Corporation, 1997.

Discussion Questions:

In your opinion, is this system of family allowances a good way to encourage population growth? What are some disadvantages of this system?

Give reasons to support the position that this system is preferable to expecting parents to pay for child care when mothers return to work within several months of giving birth. Give reasons why this system is not preferable.

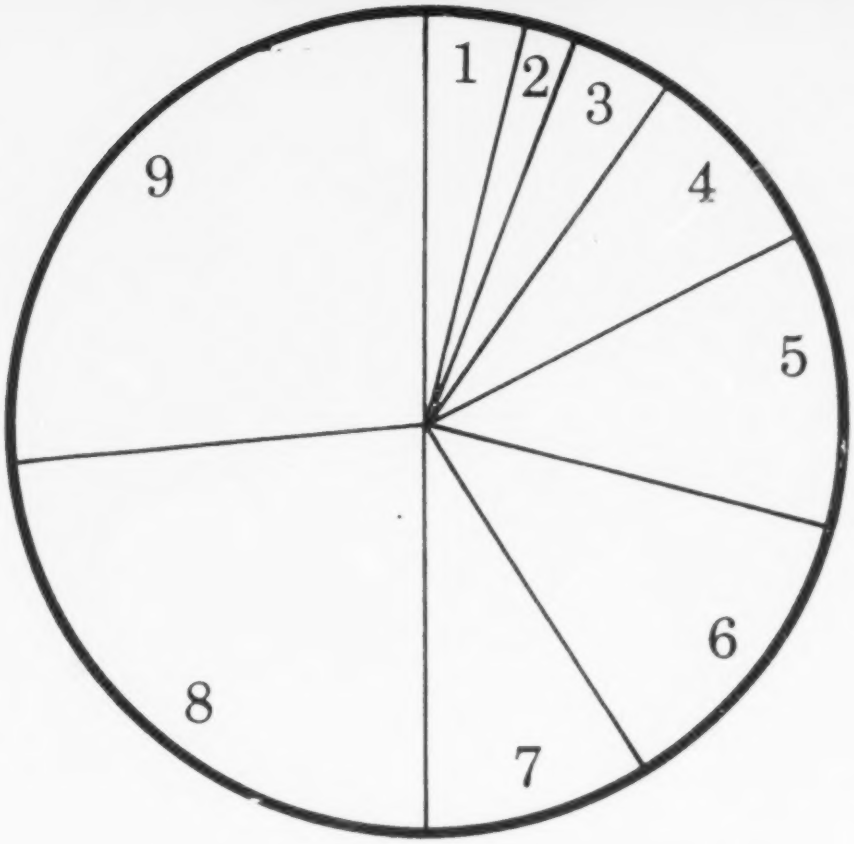
Compare and contrast this system to offering tax incentives to large corporations to provide on-site child care centers for workers.

Compare and contrast this system to letting parents deduct child care costs incurred while they are working from their income tax.

Of the systems mentioned, which would you as a future parent prefer for your children? Why?

Evaluation for Case Study Discussion:

Answers will vary, but each can be evaluated on the depth of thought, the completeness of the answer, and use of correct grammar and spelling.



THE FAMILY LIFE CYCLE

1. Newly Married Pair
2. Expectant Parents
3. Parenthood (1st Child)
4. The Crowded Years
5. The Early School Years
6. Adolescent School Years
7. The Launching Years
8. The Empty Nest
9. The Aging Years

Women on an Early Morning Train

Three women from America, Ann, Janet,
and Vicki sit in a sleeper car on a train
heading for Krakow, Poland. Midwestern
women, they see contour farming on the hills,
lush green potato plants and cabbages
in gardens and black-eyed Susans bordering
the tracks. Bunks folded, comforters rolled
into bolsters, toothbrushes and clothes packed;
they sit silently as the train passes an old woman
riding to early morning chores on a rusted bike.

Tom, Bob, and Bill stand in the hall
having left their bunks a snarl of covers.
Stroking unshaved chins, they talk loudly
topping each other's stories. Occasionally,
they glance in at the women, sitting serenely
as their mothers once did with welcoming laps
at sunrise. These women do not turn
their heads from graffiti-covered walls,
or coal in open railroad cars, or
Polish names on depots with peeling facades.

These women, all three long married to men
far off in America, sit in their ordered world
as if they've had enough of eager, unkept
men in early morning. They seem to want
the passing woven-wire fence heavy with roses.
At least that's what Tom learns, leaning forward
with chatty greeting as the door of the women's
car slides quickly shut and the bolt resolute
in the latch clicks briskly as a mother's tongue
sending him off to morning chores.

Victoria Garton

Going Underground

The Wieliczka Salt Mines are not places of sweat
and men toiling as I had thought, but shrines deep
underground. Sculptures of hard gray salt celebrate
a savior's life and Poland's deep Catholic faith.

Salty tears run down my cheeks at news of my niece's
cervical cancer. She's twenty-nine and a world away.
I feed cards into a telephone praying for hope in
familiar voices. Facing a wall in a coffee shop, I cry alone.

Happiness for me is always above ground. An open
window slams shut. I plummet down an elevator
shaft into the salty earth where I have known
a friend's death, a son's broken neck, my own tumors.

Late at night off a square in Krakow I speak again
into a telephone, discussing surgery and children
never to be born. Her chances for a long life are now
defined as a percent. Oddly, her odds sound good.

In the descended darkness, Bill, a good Catholic,
waits and gives out Zlotych to gypsies and beggars.
He waits to walk me safely "home" though neither
of us know the way and "home" is an ocean away.

Victoria Garton

Auschwitz Gets Personal

Sturdy brick buildings look innocent. It's the fence
of tall concrete poles which demands attention.
Tops bend sideways like listening ears. Up the
sides go the amputated limbs of stubby insulators,
supporting double rows of electrified barbed wire.

Few escaped or knew immediately the lie;
"Arbeit Macht Frei," or "Work Makes You Free".
Such huge letters over the entry gate are almost
believable and symmetry of the wrought iron is
almost pleasing. One could enter without horror.

Yet horror is a short walk to a concrete building
which could have been a communal shower.
Given a bar of soap and enveloped in body smells,
how easy it would have been to come in willingly.
How hard to die with bare feet on cold concrete,
stomach griped in pain, and lungs filling with gas.

Empty containers which held Cyclon B pellets are
behind glass as are tiny clothes taken from babies
about to die. In the room of shoes is an open-backed
sandal in red, white, and blue. How fashionable
fifty years later, even with sole ripped by Nazi's
looking for jewels. A young woman wore that shoe.

Like her, I would have stepped lightly on a sidewalk
in the spring with a slight swish to the hips. Luxurious
hair would have swung from side to side, until
shaved and dropped with the piles of hair used for
hair cloth or to stuff a mattress. Perhaps after the war
a German soldier and wife slept on her hair.

Maybe they conceived a child and tried to forget.
It's hard to forget such a shoe or the decals on suitcases
in the room of aging baggage which though left behind
still conjures up those earlier lives of long-ago travelers.

Victoria Garton